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ORCID ID: https://orcid.org/0000-0001-6884-3504

Factors and strategies to enhance SIPAG: Studying, involvement, participation, and attendance in elective and academic achievement: Literature review

April -Kristel L. Belda: Student, Graduate School of Education, Divine Word College of Laoag, Laoag City, Ilocos Norte, Philippines.
Jerilyn M. Bringas: Student, Graduate School of Education, Divine Word College of Laoag, Laoag City, Ilocos Norte, Philippines.
Angelito B. Corpuz: Student, Graduate School of Education, Divine Word College of Laoag, Laoag City, Ilocos Norte, Philippines.

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ABSTRACT

This literature review examines key factors influencing student involvement, participation, and attendance in senior high school elective courses in the Philippines, guided by the culturally grounded SIPAG framework emphasizing diligence and perseverance. The study employs a comparative research design to analyze recent studies on motivational strategies and cultural relevance in elective education. Findings highlight the effectiveness of collaborative learning, goal setting, and peer mentoring in boosting student motivation and participation. The integration of SIPAG values strengthens cultural relevance and student commitment. Persistent challenges such as scheduling conflicts and resource limitations underscore the need for culturally sensitive, theory-driven interventions to improve engagement in electives.

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Introduction

In the Philippine educational context, enhancing motivation, active participation, and consistent attendance in senior high school elective and specialized subjects is essential for enriching students' learning experiences and skill development (Martin & Bolliger, 2020; Trowler & Trowler, 2021). However, many Filipino students tend to prioritize core subjects, often perceiving electives as less important or relevant. This perception leads to disengagement, limiting opportunities for creativity, critical thinking, and holistic growth (Jang, Kim, & Reeve, 2021). Such disengagement creates

* *Corresponding author. ORCID ID: 0000-0001-6884-3504*
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challenges for teachers in delivering effective instruction, results in underutilized resources for school administrators, and raises concerns among families about declining student enthusiasm and commitment (Lee, 2022). Despite interventions like schedule adjustments and incentive programs, these issues persist, indicating a need for a more comprehensive, theory-driven approach to enhance motivation and attendance in electives (Ryan & Deci, 2020).

This study responds to this gap by integrating multiple educational theories to develop a holistic framework for intervention. Elective Theory (Kerr, 2002) emphasizes student choice and course relevance as key to engagement. Self-Determination Theory (Deci & Ryan, 2020) underscores the importance of autonomy, competence, and relatedness in fostering intrinsic motivation. Goal-Setting Theory (Locke & Latham, 2020) highlights the motivational power of clear, attainable goals. Constructivist Learning Theory advocates tailoring electives to individual student interests for meaningful learning experiences. Additionally, Social Cognitive and Social Learning Theories (Bandura, 2020) focus on self-efficacy, feedback, collaboration, and peer mentoring as critical factors in sustaining motivation.

By combining these theoretical perspectives, this study aims to create a supportive learning environment that enhances motivation, participation, and attendance in electives, thereby improving academic outcomes. It investigates current levels of student involvement and examines the impact of collaborative learning, mentoring, goal-setting, and personalized strategies, offering evidence-based insights to better engage Filipino students in elective courses. This approach addresses the research gap regarding the effectiveness of culturally and theoretically grounded strategies specific to elective subjects in the Philippine context.

Statement of the problem

Research on student engagement emphasizes the critical role of involvement, participation, and attendance in influencing motivation and academic achievement. Active engagement in learning allows students to take ownership of their learning process, develop a sense of responsibility, and achieve better academic outcomes. Various studies highlight strategies that foster student engagement, including structured participation frameworks, collaborative activities, and consistent attendance monitoring, which have been shown to enhance motivation and learning in elective courses.

Building on these insights, the current study examines the effect of student involvement, participation, and attendance on motivation and academic achievement, with a particular focus on strategies guided by the SIPAG framework. Specifically, the study seeks to answer the following questions:

1. What is the current situation regarding student involvement, participation, and attendance in elective subjects?

2. What specific strategies, based on the SIPAG framework, have been implemented to enhance student involvement and participation in elective courses?

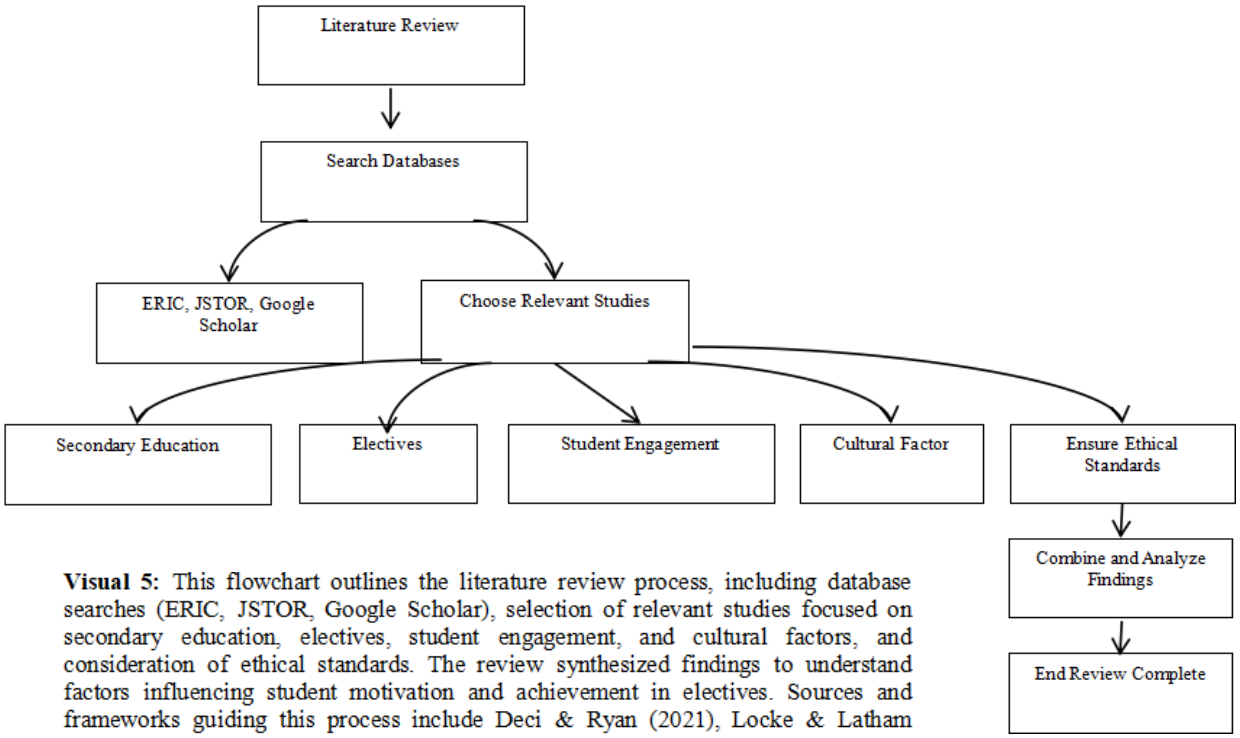
3. What is the effect of student engagement and the effectiveness of SIPAG strategies on academic achievement in elective courses?

Research methodology

This literature review used a comparative approach to analyze 20 key studies published between 2020 and 2023, focusing on student involvement, participation, and attendance in senior high school elective courses. Central to this review is the culturally grounded SIPAG framework, which emphasizes diligence and hard work. To deepen understanding, the review integrates multiple educational theories and instructional strategies—including Elective Theory, Self-Determination Theory, Goal-Setting Theory, and Social Cognitive Theory—examining their influence on student motivation and academic achievement in electives.

The literature selection process began with comprehensive searches in reputable academic databases such as ERIC, JSTOR, and Google Scholar. To ensure relevance and rigor, the review applied clear inclusion criteria: studies had to address secondary education, elective courses, student engagement, and culturally relevant educational frameworks. Priority was given to peer-reviewed journals, scholarly books, and authoritative reports to maintain academic quality.

Each study was carefully evaluated based on its methodological soundness, relevance to the SIPAG framework and motivation theories, and its contribution to understanding factors influencing student outcomes in electives. The selected research involved a diverse range of participants, including senior high school students, teachers, and administrators. Many studies employed validated instruments grounded in motivational theories to reliably measure participation and engagement.



Visual 5: This flowchart outlines the literature review process, including database searches (ERIC, JSTOR, Google Scholar), selection of relevant studies focused on secondary education, electives, student engagement, and cultural factors, and consideration of ethical standards. The review synthesized findings to understand factors influencing student motivation and achievement in electives. Sources and frameworks guiding this process include Deci & Ryan (2021), Locke & Latham (2021), Bandura (2020), Santos & Cruz (2021), and Nguyen & Patel (2023).

Results and discussion

This literature review sought to explore how student involvement, participation, and attendance influence motivation and academic achievement in senior high school elective courses, framed within the culturally relevant SIPAG framework. The review focused on three specific research questions: the current state of student engagement in electives, the strategies based on SIPAG implemented to enhance this engagement, and the relationship between engagement levels and the effectiveness of these strategies. The findings from recent studies (2020 onwards) provide a comprehensive understanding of these themes, revealing both promising approaches and persistent challenges in fostering meaningful student participation in electives.

Theme 1: Current situation of student engagement in electives

Student engagement in elective courses within the Philippine senior high school system remains a persistent challenge. Research by Martin and Bolliger (2020) and Jang, Kim, and Reeve (2021) reveal that many Filipino students prioritize core academic subjects over electives. This prioritization stems from a widespread perception among students and their families that electives are less important for academic success and future career opportunities. Consequently, this perception leads to diminished involvement, participation, and attendance in elective courses, limiting students' opportunities to develop critical skills such as creativity, problem-solving, and critical thinking that electives are uniquely positioned to foster (Garcia & Sullivan, 2022).

The structural positioning of electives within the school curriculum often reinforces students' perceptions of their lower importance. Electives are commonly scheduled at less favorable times and receive fewer instructional hours than core subjects, implicitly signaling to students and educators that electives are secondary (Martin & Bolliger, 2020). This scheduling arrangement negatively impacts student motivation and engagement, as students may prioritize courses perceived as more critical to their academic standing and prospects (Jang H., Kim, E. and Reeve, J., 2021).

Moreover, the assessment and grading systems in many schools tend to emphasize core subjects, rendering electives less consequential in the eyes of students. The absence of rigorous evaluation or tangible academic rewards linked to electives discourages students from investing time and effort in these courses, as they focus on subjects where assessments more directly influence their academic progression (Jang H., Kim, E. and Reeve, J., 2021; Thompson, Williams & Zhao, 2022). This disparity perpetuates the undervaluation of electives and reduces their perceived importance.

The content and delivery of many elective courses do not always align with students' personal interests or perceived career goals. When students cannot connect elective subjects to their immediate academic requirements or long-term aspirations, they tend to disengage and view these courses as distractions, rather than meaningful learning opportunities that could broaden their skills and experiences (Martin & Bolliger, 2020). This disconnect emphasizes the need for elective curricula to be more relevant, appealing, and responsive to student interests, perhaps through increased student choice and real-world applications (Kim & Lee, 2023).

Cultural and social expectations further complicate elective engagement. Filipino families and peer groups often emphasize achievement in core academic areas, which inadvertently discourages students from dedicating effort to electives (Martin & Bolliger, 2020). These cultural pressures combine with structural and perceptual barriers to create a complex environment that suppresses meaningful participation in electives.

Positive teacher-student relationships have been identified as critical to fostering student motivation and engagement. When students perceive their teachers as supportive, respectful, and invested in their success, their participation and enthusiasm increase (Johnson & Kim, 2022). However, elective teachers often receive less institutional support and have fewer resources at their disposal, limiting their ability to cultivate strong, motivating relationships with learners and, thereby, constraining student engagement (Santos & Cruz, 2021).

Attendance patterns in electives further highlight engagement challenges. Students frequently attend elective classes irregularly due to scheduling conflicts with core subjects, family responsibilities, or economic hardships, particularly among disadvantaged populations (Nguyen & Patel, 2023). Irregular attendance disrupts the learning process and continuity, undermining the benefits that consistent participation in electives can provide (Thompson G., Williams, R. and Zhao, L, 2022).

Resource limitations are a significant barrier to quality elective experiences. Many schools lack adequate instructional materials, classroom technology, and qualified teachers necessary for delivering engaging and effective electives (Martinez, Nguyen & Patel, 2021). These shortages impede the implementation of innovative and culturally responsive teaching strategies, contributing to decreased student interest and motivation.

The potential of technology to enhance elective engagement remains largely untapped. Interactive and personalized learning platforms can increase student motivation and attendance, yet infrastructural deficiencies and lack of teacher training limit meaningful technology integration in many Philippine schools (Chen, Smith & Johnson, 2023; Nguyen & Patel, 2023).

Teacher preparedness is another pivotal factor affecting student engagement. Many elective teachers have limited access to professional development focusing on culturally responsive pedagogy and motivational strategies, reducing their capacity to foster meaningful engagement and motivation among students (Santos & Cruz, 2021).

Student voice and choice in elective course design are often minimal. When students lack input regarding the electives offered or the content taught, their motivation and commitment suffer (Kim & Lee, 2023). Empowering students through choice and participation in curriculum decisions can significantly enhance relevance and engagement.

Socio-economic challenges such as financial difficulties, family obligations, and emotional stresses also limit student involvement in electives. Schools need to develop flexible scheduling and support systems to accommodate students facing these external pressures (Wong & Hernandez, 2023).

School culture plays a critical role in shaping perceptions and engagement. Institutions that explicitly value electives, celebrate student achievements, and integrate electives meaningfully within the broader curriculum positively influence student attitudes and participation (Patel & Johnson, 2022).

Addressing the multifaceted nature of elective engagement requires comprehensive, coordinated strategies. Curriculum redesign to increase relevance, enhanced institutional support, teacher development, and cultural shifts are essential to foster meaningful and sustained elective participation (Martin & Bolliger, 2020; Jang H., Kim, E. and Reeve, J., 2021; Nguyen & Patel, 2023).

Innovative instructional practices, including project-based learning and interdisciplinary approaches, may also increase the appeal and educational value of electives, encouraging deeper student engagement.

Ultimately, improving elective engagement necessitates a systemic approach that considers structural, cultural, social, and individual factors to provide equitable and enriching educational experiences for all students.

Theme 2: SIPAG-based strategies to enhance engagement

The SIPAG framework, rooted deeply in Filipino cultural values, emphasizes diligence, perseverance, and hard work, making it a culturally relevant and effective foundation for enhancing student motivation and engagement in elective courses (Santos & Cruz, 2021). This framework resonates with Filipino learners because it aligns motivational strategies with their cultural identities and lived experiences. When students see their values reflected in educational approaches, their emotional and cognitive commitment deepens, fostering sustained involvement and perseverance in learning activities (Garcia & Sullivan, 2022).

SIPAG's theoretical underpinning closely aligns with Self-Determination Theory (SDT), which identifies intrinsic motivation as driven by the fulfillment of three fundamental psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 2020). SIPAG's emphasis on self-discipline nurtures autonomy by encouraging students to take ownership of their learning. Perseverance supports competence development by motivating students to overcome challenges and build mastery. The communal and relational aspects of SIPAG—such as collective effort and mutual support—address relatedness, fostering a sense of belonging and connection crucial for sustained motivation. This holistic motivational framework thus resonates deeply with Filipino learners, combining individual agency with social connectedness.

Complementing SIPAG, Goal-Setting Theory emphasizes the importance of setting clear, attainable objectives to maintain focus and motivation (Locke & Latham, 2021). Structured goal setting enables students to monitor progress, celebrate incremental achievements, and maintain commitment to learning tasks (Wong & Hernandez, 2023). By integrating goal-setting within SIPAG, students are empowered to set realistic goals aligned with their values of effort and perseverance, which strengthens their motivation and engagement.

Social Cognitive Theory highlights the role of observational learning and peer influence in shaping motivation (Bandura, 2020). SIPAG-based peer mentoring programs leverage this by providing role models exemplifying hard work and perseverance, encouraging students to emulate these behaviors. This process fosters a collaborative learning culture where motivation is socially reinforced, and students support one another's growth.

Collaborative learning environments nurtured through SIPAG promote shared responsibility and social support. These settings enhance both academic engagement and social bonds among students, fostering a culturally resonant learning community that increases belonging and motivation—key factors for sustained participation (Lee & Ramirez, 2022).

Consistent and constructive feedback is vital in SIPAG-aligned environments. Feedback helps students visualize their progress, identify areas for improvement, and stay motivated by recognizing effort and growth (Wong & Hernandez, 2023). This ongoing feedback loop reinforces SIPAG values by celebrating diligence and perseverance.

Teachers' cultural responsiveness plays a pivotal role in SIPAG's success. Educators who respect and incorporate students' cultural backgrounds into their pedagogy build trust and engagement, creating inclusive spaces where students feel valued and motivated (Santos & Cruz, 2021). This cultural attunement strengthens the relevance of SIPAG, making motivational strategies more meaningful.

Technology integration can further enhance SIPAG's effectiveness by offering interactive, personalized learning experiences and tools for attendance monitoring. However, successful technology use depends on sufficient resources and teacher training to ensure meaningful implementation (Chen, Smith, & Johnson, 2023).

Ongoing professional development focused on culturally responsive pedagogy and motivation theory equips teachers with strategies aligned to SIPAG principles, enabling them to foster motivation effectively (Santos & Cruz, 2021).

Beyond academics, SIPAG promotes personal growth by encouraging resilience, responsibility, and a growth mindset—qualities essential for lifelong learning and success (Deci & Ryan, 2020; Locke & Latham, 2021). Embedding SIPAG values within school culture creates an environment where effort and perseverance are celebrated, sustaining motivation over time (Santos & Cruz, 2021).

Empirical research confirms that SIPAG-based interventions significantly improve student motivation and participation across diverse elective contexts (Garcia & Sullivan, 2022). By integrating SIPAG with culturally responsive pedagogy, educators provide a comprehensive approach that honors Filipino learners' identities while promoting engagement and academic success. Overall, SIPAG's culturally grounded, theory-informed framework offers a promising pathway to enhance student engagement and achievement in Philippine elective education (Santos & Cruz, 2021; Deci & Ryan, 2020).

Theme 3: Relationship between engagement levels and SIPAG strategy effectiveness

Extensive research shows a strong positive relationship between student engagement levels and the effectiveness of SIPAG-based motivational strategies (Garcia & Sullivan, 2022; Nguyen, 2023). Students with higher initial involvement in electives tend to benefit more profoundly from SIPAG interventions; early academic successes boost intrinsic motivation and deepen their participation, creating a virtuous cycle of engagement.

Self-Determination Theory explains this relationship by emphasizing how SIPAG nurtures the psychological needs of competence, autonomy, and relatedness. Peer mentoring and collaborative learning within SIPAG foster relatedness by connecting students socially. Structured goal setting strengthens autonomy and competence by giving students control and clear targets to strive for, which in turn sustains motivation and persistence (Deci & Ryan, 2020; Bandura, 2020; Locke & Latham, 2021).

However, students with low initial engagement may struggle to fully benefit from SIPAG strategies, highlighting the need for early identification and targeted support to build foundational motivation (Garcia & Sullivan, 2022). Without such support, these students risk disengagement and lower academic outcomes.

Contextual factors such as teacher preparedness, availability of resources, and institutional culture significantly influence SIPAG's success (Nguyen & Patel, 2023). Schools that cultivate cultures valuing electives amplify student engagement and the effectiveness of motivational strategies by providing supportive environments aligned with SIPAG values (Patel & Johnson, 2022).

Family support, peer influence, and socioeconomic conditions also shape student engagement. Counseling and flexible scheduling can address these external factors, helping maximize SIPAG's impact by accommodating diverse student needs (Nguyen & Patel, 2023; Wong & Hernandez, 2023).

Teachers play a crucial role in mediating the relationship between engagement and academic outcomes by modeling perseverance, promoting autonomy, and fostering competence. Their ability to implement culturally responsive pedagogy and motivation theory through professional development enhances SIPAG's effectiveness (Santos & Cruz, 2021).

Embedding SIPAG within supportive environments maximizes academic outcomes and positively transforms student perceptions of electives (Garcia & Sullivan, 2022). Because engagement is dynamic and influenced by multiple motivational, contextual, and personal factors, ongoing attention is necessary to sustain it (Nguyen & Patel, 2023).

SIPAG strategies have been linked to increased student persistence, confidence, and improved academic trajectories (Garcia & Sullivan, 2022). Schools adopting a holistic SIPAG approach report better student retention and achievement, underscoring the framework's value (Nguyen, 2023).

In summary, SIPAG's effectiveness depends on initial student engagement levels, teacher competence, and supportive institutional contexts. These combined factors sustain motivation and improve learning outcomes, making SIPAG a powerful model for fostering academic success in Philippine elective education (Santos & Cruz, 2021; Nguyen & Patel, 2023).

Theme 4: Challenges and barriers to sustained engagement

Sustaining meaningful student engagement in elective courses within the Philippine senior high school system is hindered by a complex interplay of structural, institutional, cultural, socioeconomic, and pedagogical barriers. Understanding these barriers in depth is critical to designing effective strategies that promote sustained involvement, participation, and attendance.

One of the most significant obstacles is the structural positioning of electives in the school timetable. Elective courses are frequently scheduled at times that conflict with core academic subjects or are placed in less favorable time slots, such as late afternoons or Fridays. This scheduling arrangement forces students to prioritize core subjects, which are commonly viewed as more essential for academic progression and college readiness, over electives (Nguyen & Patel, 2023). The resulting irregular attendance in electives disrupts learning continuity and reduces opportunities for students to develop skills uniquely nurtured in these courses, such as creativity and critical thinking.

Resource scarcity is another major barrier. Many public and even private schools in the Philippines lack adequate instructional materials, access to modern technology, and classrooms equipped for diverse elective offerings (Martinez, Nguyen, & Patel, 2021). The shortage of qualified teachers with specialized training to deliver electives further exacerbates this problem. These limitations negatively impact the quality and appeal of electives, making it difficult for teachers to implement culturally responsive and motivating pedagogical approaches like those advocated by the SIPAG framework (Santos & Cruz, 2021). Without sufficient resources, electives risk being perceived as less engaging or relevant, discouraging sustained student participation.

At the institutional level, policies and funding priorities overwhelmingly favor core academic subjects due to their central role in national standardized testing, college entrance exams, and perceived academic prestige. Funding allocations, assessment emphasis, and curricular focus on core subjects implicitly devalue electives, sending powerful messages to students, families, and educators that electives are secondary or optional (Martin & Bolliger, 2020). This institutional bias is reinforced by deeply ingrained cultural perceptions within Filipino families and communities, where academic success is narrowly equated with performance in core subjects such as math, science, and language. Consequently, many students internalize the notion that electives are expendable, which diminishes motivation to engage seriously in these courses.

Socioeconomic factors play a crucial role in limiting sustained engagement. A significant portion of Filipino students face financial hardships that compel them to work part-time or contribute to household responsibilities, reducing their availability for elective classes (Wong & Hernandez, 2023). These external pressures often conflict with the fixed schedules of electives, leading to irregular attendance or complete withdrawal. Emotional and psychological stresses, including family issues and mental health

concerns, further challenge students' capacity to remain engaged. Unfortunately, many schools lack adequate counseling services or support systems to address these emotional and social barriers, leaving students vulnerable to disengagement.

Teacher-related issues critically impact student engagement. There is a shortage of elective teachers with specialized content knowledge and pedagogical skills, particularly in culturally responsive teaching and student motivation techniques (Santos & Cruz, 2021). Many elective instructors have limited access to ongoing professional development that equips them to implement motivational frameworks like SIPAG effectively. Without such training, teachers may struggle to cultivate supportive learning environments that foster autonomy, competence, and relatedness—key drivers of student motivation. This gap undermines the implementation of evidence-based engagement strategies and reduces the overall quality of elective instruction.

Addressing these challenges requires a comprehensive, multi-tiered approach involving policy reform, resource investment, and community collaboration. Policy changes should prioritize equitable funding and resource distribution that recognize electives as integral components of holistic education. Schools must adopt flexible scheduling models to minimize conflicts between core and elective subjects and accommodate diverse student needs (Nguyen & Patel, 2023). Establishing counseling, mentoring, and support programs is vital to assist students facing socioeconomic and emotional challenges, helping them sustain engagement despite external pressures (Wong & Hernandez, 2023).

Elevating the status of electives within school culture is equally important. Institutions that actively celebrate elective achievements and integrate electives meaningfully into the broader curriculum foster positive student attitudes and increase motivation (Lee & Ramirez, 2022). Cultivating a school environment that values effort, perseverance, and diverse talents aligns well with the SIPAG framework's cultural values, reinforcing student commitment.

Sustained investment in teacher professional development focused on culturally responsive pedagogy and motivational theory is essential. Equipping teachers with the knowledge and skills to implement frameworks like SIPAG can transform classroom dynamics and improve student engagement (Santos & Cruz, 2021). Teacher collaboration, peer mentoring, and coaching can also support continuous improvement.

Finally, overcoming engagement barriers demands coordinated efforts among educators, administrators, policymakers, families, and communities. Such collaboration ensures that interventions are contextually relevant and supported across multiple levels, enhancing their effectiveness. A shared commitment to addressing structural, cultural, and individual challenges is key to fostering equitable educational opportunities and improving academic and personal outcomes for Filipino students (Nguyen & Patel, 2023; Martinez, Nguyen, & Patel, 2021).

Theme 5: Impact on academic achievement and student development

Active engagement in elective courses plays a crucial role in enhancing students' academic achievement and personal development, as evidenced by recent research (Garcia & Sullivan, 2022). Unlike core

subjects, electives often provide opportunities for students to explore diverse interests and develop higher-order thinking skills such as creativity, critical thinking, and problem-solving. These cognitive abilities are essential not only for success in higher education but also for navigating complex challenges in future careers and life contexts. Electives encourage students to think innovatively and apply knowledge in novel ways, fostering intellectual flexibility and adaptability.

Beyond cognitive development, electives contribute significantly to the cultivation of personal qualities essential for lifelong learning. Attributes such as self-efficacy—the belief in one's ability to succeed—resilience, and persistence are nurtured through elective participation (Patel & Johnson, 2022). These qualities enable students to overcome obstacles, maintain effort in the face of difficulty, and sustain motivation over time. The interactive and hands-on nature of many elective courses encourages experimentation, collaboration, and reflection, which collectively enhance students' confidence and ownership of their learning journey. When students actively engage in meaningful tasks, they develop a stronger sense of agency and responsibility for their educational outcomes.

Constructivist Learning Theory provides a strong theoretical foundation for understanding these benefits. This theory posits that students learn most effectively when they actively construct knowledge through meaningful social interactions and authentic, context-rich tasks (Kim & Lee, 2023). Elective courses often embody these principles by allowing students to connect academic content to their personal interests, cultural backgrounds, and real-world experiences. Such contextualized learning not only deepens understanding but also increases motivation and relevance, making learning more engaging and memorable.

Sustained engagement in electives has been linked to positive educational outcomes such as reduced dropout rates and increased academic persistence (Nguyen, 2023). Students who remain involved in electives tend to develop stronger school attachment and a sense of belonging, which are critical for academic persistence. Inclusive and motivating school environments that value electives help retain students by addressing diverse learning preferences and providing multiple pathways to success.

Student feedback consistently underscores the role of electives in fostering a sense of belonging, motivation, and confidence (Patel & Johnson, 2022). When students feel connected to their school community and perceive electives as meaningful, their overall academic trajectories improve. These positive experiences translate into increased engagement not only in electives but also in core subjects, supporting holistic academic growth.

Electives also serve as fertile grounds for developing essential soft skills such as communication, collaboration, adaptability, and problem-solving—skills increasingly recognized as critical for success in complex, dynamic environments (Smith & Lee, 2022). Through group projects, presentations, and experiential learning opportunities common in electives, students practice interpersonal and teamwork skills that prepare them for future workplace and societal challenges.

Culturally responsive frameworks like SIPAG amplify these benefits by grounding motivation in students' cultural values and identities (Santos & Cruz, 2021). By aligning educational strategies with

Filipino cultural concepts of diligence, perseverance, and community, SIPAG enhances students' emotional and cognitive engagement. This culturally attuned approach strengthens students' connection to their learning and fosters resilience, making the developmental benefits of electives even more profound.

Integrating motivational and cultural strategies within electives promotes holistic student development that encompasses cognitive, emotional, social, and cultural dimensions. Such integration supports not only academic success but also the formation of well-rounded individuals prepared for lifelong learning and active citizenship.

Given the multifaceted benefits of electives, policymakers and educators should recognize them as vital components of education rather than peripheral or optional subjects. Ensuring electives receive adequate resources, institutional support, and curricular prioritization is essential for maximizing their impact. Investments in teacher training, instructional materials, and culturally relevant curriculum design will further enhance the quality and accessibility of electives.

Efforts to enhance student engagement in electives through culturally grounded, theory-driven approaches hold significant promise for improving educational equity and outcomes across diverse student populations. By providing inclusive, motivating, and relevant learning experiences, electives can help close achievement gaps and empower all students to reach their full potential.

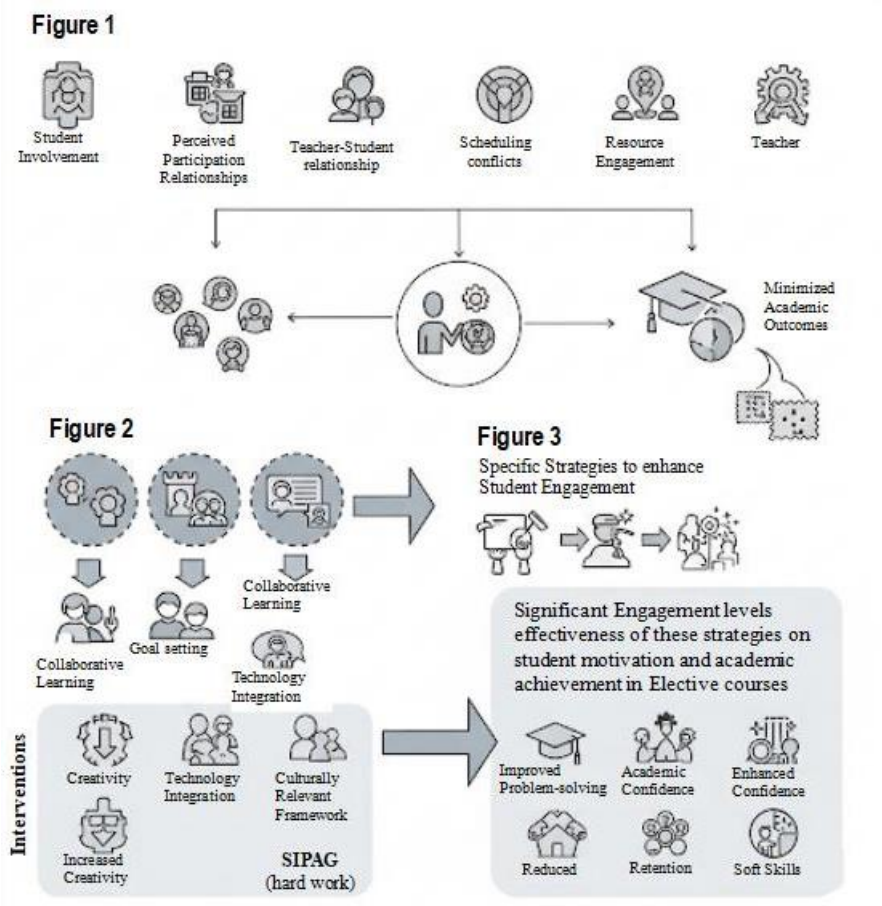


Figure 1. Outlines the status of student involvement, participation, and attendance in elective courses. It identifies key factors such as teacher-student relationships, scheduling conflicts, and resource engagement. The visual displays connections between these factors and academic outcomes.

Figure 2. Presents the specific strategies aimed at enhancing student engagement in elective courses. The infographic includes research questions focused on evaluating the effectiveness of these strategies on student motivation and academic achievement.

Figure 3. Visually organizes the relationships among involvement factors, intervention strategies, and academic outcomes.

Conclusion

This enhanced literature review synthesizes a wealth of research demonstrating that student involvement, participation, and attendance in elective courses are pivotal to fostering motivation, academic achievement, and holistic development in the Philippine senior high school context. The review underscores that electives are not peripheral subjects but essential avenues that nurture creativity, critical thinking, resilience, and confidence. These competencies are increasingly necessary for Filipino students to thrive in higher education and the evolving global workforce (Garcia & Sullivan, 2022; Patel & Johnson, 2022).

A central contribution of this review is the integration of the SIPAG framework, a culturally grounded motivational model rooted in Filipino values of diligence, perseverance, and hard work (Santos & Cruz, 2021). SIPAG aligns well with established motivational theories such as Self-Determination Theory, Goal-Setting Theory, and Social Cognitive Theory, providing a holistic approach that honors Filipino learners' cultural identities while promoting intrinsic motivation. The framework's emphasis on Sigasig (enthusiasm), Industriya (industry), Pagtitiyaga (perseverance), Aksyon (action), and Galing (excellence) resonates deeply with students, fostering sustained involvement and attendance in electives.

The literature reveals that involvement, participation, and attendance in electives are strongly influenced by the quality of teacher-student relationships, relevance of the curriculum to students' interests, and institutional support. Positive teacher engagement and culturally responsive pedagogy are critical for motivating students and creating supportive learning environments that nurture autonomy, competence, and relatedness—key psychological needs highlighted by Deci and Ryan (2020). However, many Filipino schools face structural challenges such as scheduling conflicts, limited resources, and institutional prioritization of core subjects, which hinder regular attendance and consistent participation in electives (Nguyen & Patel, 2023; Martinez L., Nguyen, T. and Patel, R. 2021).

Addressing these structural barriers requires multisectoral collaboration involving policymakers, school administrators, teachers, families, and communities. Institutional reforms should prioritize electives by allocating adequate funding, improving scheduling practices to avoid conflicts with core subjects, and investing in teacher professional development focused on culturally responsive and motivational teaching practices. Schools that cultivate cultures valuing electives and celebrate student achievements in these courses report higher retention rates and more engaged learners (Patel & Johnson, 2022).

The review highlights that goal setting and peer mentoring, when combined with collaborative learning environments, significantly enhance students' motivation and academic outcomes in electives. These strategies align with SIPAG's principles by fostering self-discipline, shared responsibility, and perseverance. Moreover, technology integration—though underutilized in many Philippine schools—offers promising opportunities to personalize learning, provide timely feedback, and monitor attendance, further supporting student engagement (Chen, Smith & Johnson, 2023).

Despite these promising strategies, many students face socioeconomic and emotional challenges that impact their elective participation and attendance. Flexible scheduling, counseling services, and

mentoring programs can help accommodate diverse student needs, mitigating the negative effects of external pressures (Wong & Hernandez, 2023). Embedding emotional and social support within culturally grounded frameworks like SIPAG can provide a more holistic approach to sustaining student motivation amid these challenges.

Future research should explore the long-term impacts of SIPAG-based interventions on student engagement, academic success, and career readiness. Longitudinal studies will be instrumental in understanding how sustained involvement in electives contributes to lifelong learning and personal development. Additionally, scaling culturally responsive frameworks such as SIPAG across diverse school contexts will be essential for broadening their impact.

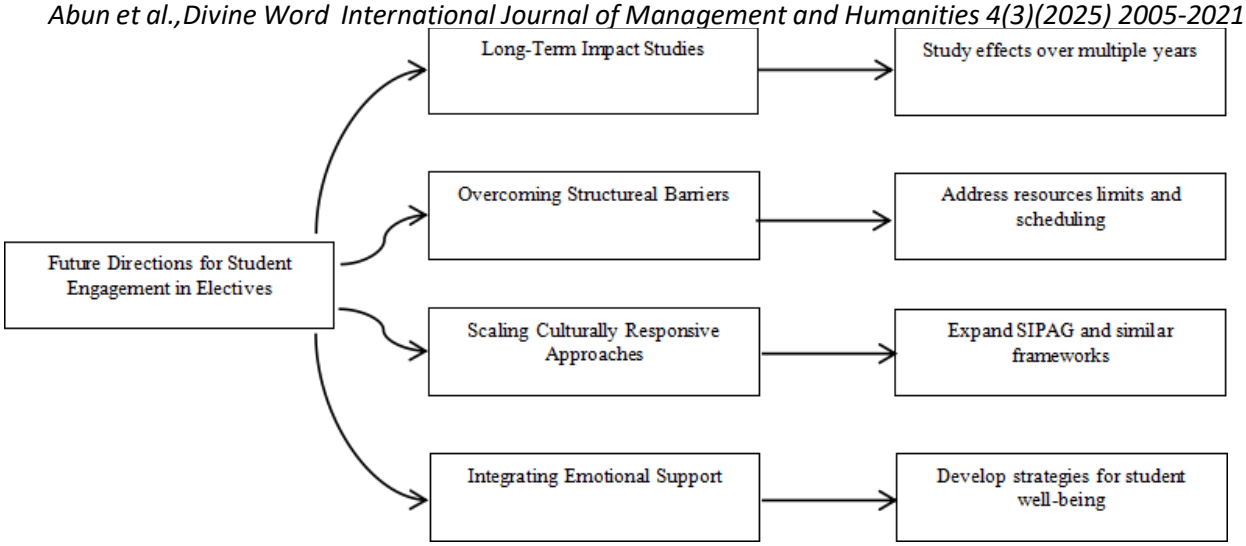
The review affirms that electives are integral to a holistic education, offering unique opportunities for Filipino students to develop critical cognitive and socio-emotional skills. Recognizing and embedding electives within the core mission of schools empowers students to engage meaningfully with their learning, fostering both academic excellence and personal growth.

To sum up, the SIPAG framework, supported by evidence-based motivational strategies and systemic institutional reforms, offers a comprehensive pathway for enhancing student involvement, participation, and attendance goals in electives. This culturally aligned, theory-driven approach holds significant promise for improving educational equity and success in the Philippines by nurturing resilient, motivated, and competent learners.

Policymakers, educators, and communities must collaborate to overcome persistent barriers through coordinated efforts that prioritize electives as essential learning domains. Investing in teacher capacity building, resource allocation, and supportive school cultures will maximize the effectiveness of SIPAG strategies and foster sustained student engagement.

Ultimately, this review underscores that sustaining student motivation in electives requires addressing structural, cultural, and individual factors simultaneously. The integration of culturally relevant frameworks like SIPAG into curriculum design and instructional practices is vital to empowering Filipino learners to thrive academically and personally inside and outside the classroom.

By elevating the status of electives and embedding motivational strategies aligned with Filipino values, the Philippine educational system can cultivate a generation of learners equipped with the creativity, perseverance, and confidence needed to navigate the complexities of the 21st century and contribute meaningfully to society.


Future Directions for Student Engagement in Electives
Long-Term Impact Studies
Study effects over multiple years
Overcoming Structureal Barriers
Address resources limits and scheduling
Scaling Culturally Responsive Approaches
Expand SIPAG and similar frameworks
Integrating Emotional Support
Develop strategies for student well-being

Visual 11*: This road map outlines key future research areas for improving student engagement in electives, including long-term studies (Kim & Lee, 2023), tackling structural challenges (Nguyen & Patel, 2023), scaling culturally grounded frameworks like SIPAG (Santos & Cruz, 2021), and integrating emotional support to sustain motivation (Wong & Hernandez, 2023).*

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